



### **Faculty engagement in service-learning in a faith-based university: Motivators and deterrents**

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#### **Summary**

The purpose of this study was to determine institutional and individual factors in a faith-based university that affect faculty participation in service-learning and to examine their impact on faculty teaching perceptions and behaviors as compared to those factors found in non-faith based institutions. This research was conducted by the Faculty Fellows Program in the Center for Academic Service-Learning and Research is a replication study, based on a study and instrument conducted by Abes, Jackson, and Jones (2002). We obtained permission to use the instrument and have modified it to include additional questions related to possible faith motivators for service learning. We have compared our findings to the prior study, as well as examined findings related to faith indicators.

The survey was distributed to undergraduate teaching faculty at Azusa Pacific University. The total

number of surveys completed was 115 out of a distribution of 239 (48%). The high number of completed surveys improves the reliability of the data. Of the total completed surveys, 55% of the respondents had taught a service-learning class, and 45% had not taught a service-learning class.

This poster will provide some interesting data for how institution type affects faculty participation in service-learning.

### **References**

Abes, E. S., Jackson, G., & Jones, S. R. (2002). Factors that motivate and deter faculty use of service-learning. *Michigan Journal of Community Service-Learning*, 9(1), 5-17.